COMMON CORE-ALIGNED TASK
WITH INSTRUCTIONAL SUPPORTS

Literacy

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

UNIT OVERVIEW

The Power of New Media is the culminating task in a 2-3 week unit that uses the topic of new media and its impact on youth to and on the world as a means to teach students how to analyze and investigate informational texts. Students demonstrate their mastery of the content and their ability to synthesize informational across texts by writing an essay on the effects of media use on young people.

TASK DETAILS

Task Name: The Power of New Media

Grade: 9-10

Subject: Literacy

Task Description: This task asks students to write an argumentative essay in which they state and defend a position on the effects of media use on young people, using evidence and reasoning from texts and other sources.

Standards:
RI.9-10.1 Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

Materials Needed: See the Teaching and Learning Version on page 5 for a full list of texts needed for this unit.

NYC Department of Education
Dennis M. Walcott, Chancellor

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The task and instructional supports in the following pages are designed to help educators understand and implement tasks that are embedded in Common Core-aligned curricula. While the focus for the 2011-2012 Instructional Expectations is on engaging students in Common Core-aligned culminating tasks, it is imperative that the tasks are embedded in units of study that are also aligned to the new standards. Rather than asking teachers to introduce a task into the semester without context, this work is intended to encourage analysis of student and teacher work to understand what alignment looks like. We have learned through this year's Common Core pilots that beginning with rigorous assessments drives significant shifts in curriculum and pedagogy. Universal Design for Learning (UDL) support is included to ensure multiple entry points for all learners, including students with disabilities and English language learners.

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Acknowledgements: The task and unit included were developed by SCALE, Inquiry By Design, and the schools in the 2010-2011 NYC DOE High School Performance Based Assessment Pilot.

COMMON CORE-ALIGNED TASK
WITH INSTRUCTIONAL SUPPORTS

Literacy

GRADE 9-10 LITERACY:

THE POWER OF NEW MEDIA

PERFORMANCE TASK

NYC Department of Education
Dennis M. Walcott, Chancellor

Grades 9-10 Literacy: The Power of New Media
Directions to Students

You have read information from several sources, heard from other young people, and done some research and thinking about media in your own life or in world affairs. When you consider what all these different sources say about the effects of media use:

- What are the gains?
- What are the dangers for the lives of young people? And for a larger society?

Write a short (750 words) essay in which you:

- Explain what's at stake: Why does this issue matter?
- Develop and state your own position.
- Defend your position with a range of different types of evidence (interviews, observations, research data, and newspaper reports, etc.).
- Include research that you may have conducted.
- Draw your own conclusions about the effects of media on young people and the world.

Task Title	**The Power of New Media: Changing Youth and Reshaping our World** **Teaching and Learning Module Version**	
Common Core Writing Type	**Reading and Writing Argument**	
Task Summary	• Approximately 5 days of in-class work (depending on students' current skills and understandings) • An optional 1 – 2 day research project • An optional 1 – 2 day self- and peer evaluation and revision	
Performance Outcomes	• Acquire key concepts and vocabulary for argument-based text • Gather and evaluate relevant primary and secondary multiple sources • Introduce the context and significance of the issue • State a position clearly • Formulate the claims that support that position • Conduct a short independent research project to enrich the range of evidence • Organize argument effectively, stating position, claims, counter-claims, supporting evidence, and conclusions • Produce a clear and coherent summary • Use language to make clear connections and distinctions, and to transition between portions of the argument • Make meaning clear through the use of well-chosen language and the conventions of written English.	
Texts	These texts provide a range of points of view and reading levels on the topic of how media use is changing lives. Additional texts may be shared. **Background information** • Kaiser Family Foundation (2010). Generation M2: Media in the lives of 8 – to 18 year-olds. – selected data displays • http://www.kff.org/entmedia/8010.cfm	Possible Support Strategies (*For more targeted strategies for SWD and ELL students please see the sections following this unit outline*) These texts represent a broad range of reading levels. To ensure that all students have access to a common set of ideas and arguments, teachers will want to share the set of core texts with ELL and

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	• *Excerpt from an interview: A young woman thinks out loud about her media use* • *Students and technology, constant companions: Interviews with students about their media use* http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology **Is media use limiting or changing how we think and what we can imagine?** • Carr, Nicholas, (2008). *Is Google making us stupid? What the internet is doing to our brains.* http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/ • *"Growing up digital, wired for distraction"* http://www.nytimes.com/2010/11/21/technology/21brain.html • *Excerpt from Susan Maushart's Winter of Our Disconnect http://today.msnbc.msn.com/id/41257971/ns/today-books/* **Is media use improving individuals and the world?** • Cohen, Roger, (January 28, 2011). "Revolutionary Arab Geeks: Ask the kids in Tunis and Cairo if the Web enslaves people." New York Times. • *"Teenagers' Internet Socializing Not a Bad Thing"* http://www.nytimes.com/2008/11/20/us/20internet.html?scp=5&sq=macarthur+digital+media&st=nyt • *"Teenage social media butterflies may not be such a bad idea"* http://articles.latimes.com/2010/may/18/science/la-sci-socially-connected-kids-20100518 • *A Tunisian on the role of social media http://gov20.govfresh.com/a-tunisian-on-the-role-of-social-*	Resource teachers, tutors, and aides ahead of time. The idea is for them to work in advance with students on reading comprehension strategies and on formulating positions based on the ideas in the texts. Texts can be re-typed, double-spaced, with wide margins to help students with reading difficulties. In these versions teachers can highlight passages they want to insure that all students read in order to be active members of the classroom discussion.

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	Suggested Activities	Possible Support Strategies
Day 1: **A. Introducing Argument**	Together with students, build an understanding of the concept of an argument as it is used here. (A position on an important issue, backed up by evidence and careful reasoning.) Ask students where they have witnessed or participated in arguments where people have different positions and use evidence to convince one another about an issue. Introduce the context for the argument the class will be working on by reading and discussing this passage: Never have there been more questions about the role of media in children's lives. New research shows that young people spend as much time engaged with media – seven hours – as they do sleeping. Hardly a week goes by without public debate about violent video games, educational TV, depressed computer-users, gender stereotypes in rap music, the technology gap between rich and poor, or the online dangers lurking just behind the computer screen. At the very same time, there has never been such a push to use media proactively to reach young people with information or positive messages. The world has seen peaceful revolutions spread through the deliberate use of the tools of digital media. It is clear that young people use media to connect, create, and innovate. Youth write, create art work and define political change online. International science projects on climate change assemble data from individuals around the world, organizations raise money for the victims of disaster, and human rights activists collect and distribute vital information. So what does it mean to grow up in a world that is so wired? What are the dangers? Where are the opportunities?	Some students need help making the distinction between this meaning of argument and the everyday term for a noisy disagreement with two sides stubbornly holding on to their original positions. Give students hard copies of this introduction. They can highlight what the issue is, the different positions that people take, and the kinds of examples that people use to illustrate either the dangers or the benefits of media use for young people. This will prepare them for working with longer, more complex sources. Students might also use the excerpts from " A young woman thinks aloud about her media use" to stimulate their own thinking about how media affects young people.

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	Using this introductory passage, introduce students to the key terms they will be using: · Context: This is information that would help a reader or a listener to understand why an issue matters or what is at stake. · Position · Claim and counter claim · Sources of evidence (primary sources like personal experience, interviews, research data; secondary sources like summary articles, textbooks, etc.)	
B. Understanding the Building Blocks of Argument	Select one of the short articles, for instance, the "Growing up digital: Wired for distraction." Ask students to read the text and to mark their copies to show where they find each element in this list. Based on their reading, discuss what each one of these elements adds to the larger argument. Why is each important?	Alternatively, the article can be projected on a smart board or document camera with students taking turns highlighting the different parts of the argument in different colors, thus making a map or diagram of how a writer builds an argument.
Day 2 **A. Understanding the Strengths and Limits of Different Types of Sources**	Divide students into small groups. Give each group a different kind of source: · Data from Kaiser report · Student video interviews (need internet access) · Editorial by Roger Cohen "Revolutionary Arab Geeks"	Create a shared chart of these different kinds of information and their uses. Leave it up as a reference for students.

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<table>
<tr>
<td></td>
<td>· Magazine article: Excerpt from Carr

Ask each group to examine their source and to discuss what kind of information each one provides for thinking about the effects of media on youth and on society.

What are the strengths of this kind of information?
What are its limits?</td>
<td></td>
</tr>
<tr>
<td>Day 2 (con't)

B. Critical Reading and Evaluating Claims</td>
<td>Ask each group to review their sources, marking up their copies (or their notes if they looked at video interviews) to identify the major claims each author/speaker makes and the evidence the author uses to back up his/her claims:

As the discussion develops, either create a chart of the points, or ask students to make their own charts about the pros and cons of media use for youth, as well as how they might add to or challenge each major claim.
.
<table>
<tr><th>Opportunites provided by digital medias of media use</th><th>Risks of digital media use</th></tr>
<tr><td>Claim:</td><td>Claim:</td></tr>
<tr><td>Add to or challenge the claim</td><td>Add to or challenge the claim</td></tr>
<tr><td>Claim:</td><td>Claim:</td></tr>
<tr><td>Add to or challenge</td><td>Add to or challenge the claim:</td></tr>
</table>
</td>
<td>To give students a clearer understanding of developing the claims for an argument, divide the class into pairs. Ask each student to make and back up a claim about the effects of media use. Partners help one another by asking questions to strengthen the claim.

This can be an opportunity to talk with a class about the differences between personal opinion (what they believe or want to believe) and an effective and objective argument that musters evidence in support of a position.</td>
</tr>
</table>

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	the claim:	
Optional Individual Research **1. Data on Personal Media Use**	Ask students to examine their own media use for that day so far. Ask them to do this singly or in pairs for the remainder of the day and evening. Students will need to fill out or create a log of their media activity. A suggested form for this log is shown below. Discuss what kinds of information go in each column, particularly what might count as a negative or positive effect. For instance, a negative effect might include what they are NOT doing because they are texting or on Facebook. The sample comments from the young media user can be helpful here. (You will want to give each student a full-sized sheet to record.)	*Here is another place where the excerpts from "A young woman thinks aloud about her media use" might be helpful. She is clear about what she gains and what she thinks she might be giving up when she devotes her time to media use.*

Question: How Does Media Use Affect Me?

Activity /time spent).	What did I gain?	What did I give up?	What's my evidence?

Summary:

Conclusion: So, overall, using media affects me in these ways...

This discussion is also an opportunity to raise some questions about writing effective arguments, such as:

- *Are there only pro and con arguments? Could a writer take another kind of position?*
- *Is it really possible to talk about all media as if they were the same?*

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	When students return to class with their evidence, ask them to discuss what they observed and what conclusions they can and can't draw from their research. As students discuss their evidence, point out where there are the raw materials for writing an effective argument: · Context: What's at stake for the way I use my time? · Position: What I now think. · Evidence: Based on what data? · Conclusion: What does this make me think about the effects of media on young people? What questions do I still have?	· *What different kinds of evidence could be used?* · *How can these separate kinds of evidence be summarized?* · *What makes an interesting conclusion? Is it just a summary or can it introduce new questions or things for readers to think about?*
Optional Individual Research **2. Research on the role of youth media in political engagement**	Ask students to read (or review) Cohen's article on the role of youth media in recent events in the Arab world. They can use their copies to highlight the position that he takes and the claims that he makes about what access to media like Facebook, Twitter, and the Internet more generally, has meant for young people in the recent political events in Tunisia and Egypt. Students use the Internet to research both the opportunities and the risks that media use has offered young political activists in these countries. As they read, they organize their findings to think about both the opportunities and the dangers that media use has introduced into the lives of young Arabs.	To conduct this kind of research, students may need help developing: · Internet search strategies (e.g., key words, skimming possible choices, etc.) · Selecting relevant articles from trusted sources · Evaluating what they read critically Depending on students' access to the Internet during school, teachers may want to suggest specific publications and articles, so that students can concentrate on reading and thinking, rather than browsing.
Day 3:*	Ask students to sketch out their argument essay by: · Writing a brief position statement	To give students a clearer understanding of these steps in building an argument, organize the classroom into small

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<table>
<tr>
<td>Developing a Position

* This could take 2 days if teachers and students take time to consider how to support a position throughout an essay</td>
<td>
· Listing their claims, backed up by evidence from the sources they have read and developed
· Addressing important counterclaims that they have read
· Writing a brief conclusion.

Students can use a chart such as the following or they can write out the “bare bones” of their argument.

It may be helpful to share the prompt for the essay at this point so that students know how they will be using this work.
<table>
<tr><td>My position statement:</td></tr>
<tr><td>Claim and evidence:</td></tr>
<tr><td>Claim and evidence:</td></tr>
<tr><td>Claim and evidence:</td></tr>
<tr><td>Counterclaim and response:</td></tr>
<tr><td>Conclusion:</td></tr>
</table>
Once students have the major moves in their argument organized, there is an opportunity to return to the earlier questions about writing effective arguments, such as:
· What draws a reader into an argument?
· Are there only pro and con arguments? Could a writer take another kind of position?
</td>
<td>groups of 3 – 4 where students share a common position about the way(s) in which media affects them (e.g., giving them new opportunities, creating communities, distracting them, etc.)

Ask like-minded groups to share their individual charts to create the strongest possible claims and evidence for their position.

Then, ask groups to present their position to the class. Listeners can take notes to strengthen their own positions.</td>
</tr>
</table>

	· To make an effective argument does a writer need to focus in on a specific issue? For instance, is it really possible to talk about all media as if they were the same? · What is the most effective way different kinds of evidence could be used? · What makes an interesting conclusion? Is it just a summary or can it introduce new questions or things for readers to think about? · As well as others that arise in individual classrooms	
Days 4 and 5: **Drafting an Essay**	Based on their readings, discussions, and research, students draft a short argument essay (approximately 750 words) taking a position on the effects of media on young people around the globe. Essays must include the building blocks of a strong argument: · Context · Position · Claims · Evidence · Discussion of counterclaims · A thoughtful conclusion Once students have a first draft of their essays, it can be helpful to re-read and edit using a simplified version of	Encourage them to refer to the charts that the class has generated, as well as their research on their personal use of media. It may be helpful for students to think about narrowing the focus of their essays, since there are many forms of media and many applications. For instance, a student might concentrate on the effects of text messaging or Facebook, or might choose to examine the use of media in political change. This kind of work assumes that students are familiar with the dimensions of the rubric and that they have had some opportunity to discuss what each dimension means for their reading and writing. So a review of the dimensions in the rubric with students ahead of time can be helpful.

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	the rubric. Here is one possible text for presenting the assignment: You have read information from several sources, heard from other young people, (and done some research and thinking about media in your own life or in world affairs). When you consider what all these different sources say about the effects of media use: · What are the gains · What are the dangers for the lives of young people? And for a larger society? Write a short (750 words) essay in which you: • Explain what's at stake: Why does this issue matter? • Develop and state your own position • Defend your position with a range of different types of evidence (interviews, observations, research data, and newspaper reports, etc.) • Include research that you may have conducted • Draw your own conclusions about the effects of media on young people and the world	One strategy is to work with students to translate the dimensions into their own words and to turn those into questions or checklists that students can use in reviewing their own work.

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Optional Extensions of the Task	**Peer Editing for Argument**: Using the rubric as a guide, students read each other's essays, making specific suggestions about where each other's essay could become more effective. **Additional research**: These essays can serve as a first draft for a larger research project on the effects of media on youth. In this project, students can: 1. Identify, review and cull additional information from secondary sources (for instance, the full Kaiser Family Foundation report or other research). 2. Critique these secondary sources from the perspective of young media users. 3. Conduct their own research to follow up on the points and questions that they want to make as young media users. 4. Present student research in a PowerPoint format that features a combination of background data, student research, and conclusions. In this format, students might also work on finding or composing images that support the argument.	In order to inform peer editing, one strategy is to review a sample student paper (from another class, with a student's permission but no identifying information) noting its current strengths and discussing how it might be made stronger.

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GRADE 9-10 LITERACY:

THE POWER OF NEW MEDIA

UNIVERSAL DESIGN FOR LEARNING (UDL) PRINCIPLES

NYC Department of Education
Dennis M. Walcott, Chancellor

Power of New Media – ELA 9th Grade
Common Core Learning Standards/
Universal Design for Learning

The goal of using Common Core Learning Standards (CCLS) is to provide the highest academic standards to all of our students. Universal Design for Learning (UDL) is a set of principles that provides teachers with a structure to develop their instruction to meet the needs of a diversity of learners. UDL is a research-based framework that suggests each student learns in a unique manner. A one-size-fits-all approach is not effective to meet the diverse range of learners in our schools. By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction can be customized and adjusted to meet individual student needs. In this manner, we can support our students to succeed in the CCLS.

Below are some ideas of how this Common Core Task is aligned with the three principles of UDL; providing options in representation, action/expression, and engagement. As UDL calls for multiple options, the possible list is endless. Please use this as a starting point. Think about your own group of students and assess whether these are options you can use.

REPRESENTATION: *The "what" of learning.* How does the task present information and content in different ways? How do students gather facts and categorize what they see, hear, and read? How are they identifying letters, words, or an author's style?

In this task, teachers can…

- ✓ **Anchor instruction by linking to and activating relevant prior knowledge (using visual imagery, concept anchoring, or concept mastery routines) by** using print and/or online text organizers to assist with argument writing.

ACTION/EXPRESSION: *The "how" of learning.* How does the task differentiate the ways that students can express what they know? How do they plan and perform tasks? How do students organize and express their ideas?

In this task, teachers can…

- ✓ **Provide models or examples of the process and product of goal-setting** by providing print and/or online goal-setting templates to use with students to support the necessary organizational skills for argument writing.

ENGAGEMENT: *The "why" of learning.* How does the task stimulate interest and motivation for learning? How do students get engaged? How are they challenged, excited, or interested?

In this task, teachers can…

- ✓ **Foster collaboration and community** by employing peer editing, using a rubric for writing an argument as the guide to note strengths and ways to make the essay stronger.

Visit http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htm to learn more information about UDL.

GRADE 9-10 LITERACY:

THE POWER OF NEW MEDIA

RUBRIC

NYC Department of Education
Dennis M. Walcott, Chancellor

Common Core State Standards Rubric: Reading Information/Writing *Argument*: Analytic Version/9-10th grade

READING INFORMATIONAL TEXTS (NOTE: THIS APPLIES WHERE THERE ARE SPECIFIC READING TASKS)					
CCS STANDARDS	**Needs Major Support** The student has not yet acquired the basic reading, writing, and thinking skills required by standards-based high school instruction. Needs major support in and out of class to make progress.	**Emerging (1):** The student has basic reading, writing, and thinking skills for participating and producing grade-level work but needs explicit support for building skills, practice, and clear feedback to become and stay an active member of the class.	**Developing (2)** The student is developing the higher-order reading, writing, and thinking skills necessary for becoming proficient but needs support, demanding assignments, and clear feedback to work independently.	**Proficient (3)** The student has developed the higher-order reading, writing, and thinking skills to transition to upper-level high school work. Still needs support, demanding assignments, and clear feedback to become college and career ready	**Exemplary (4)** The student has developed the level of reading, writing, and thinking skills needed for rigorous upper level high school courses or early college courses, or work in independent study or internship settings.
RIT 9-10.10: Read and comprehend literary nonfiction independently and proficiently	Cannot comprehend grade level informational texts. Can only access texts through listening and discussion.	Comprehends the broad topic or issue, but not the detailed information. Does not draw inferences or make connections across texts	Comprehends the topic and some of the detailed information, draws simple inferences. Does not make connections across texts	Comprehends the key information, draws inferences (such as author's position and purpose), makes simple connections across texts.	Comprehends the key information thoroughly, draws inferences (such as author's position and purpose), makes sophisticated connections across texts.
RIT 9-10.1: Cite strong and thorough textual evidence to support analysis of a specific texts/sources	Relies only on personal opinion and experience to analyze a text	Cites only general evidence to support the analysis of a text (e.g. topic, event, etc.)	Cites some specific textual evidence to support the analysis of a text	Cites sufficient and specific textual evidence, embedding it at relevant points in the analysis	Cites sufficient textual evidence, from throughout the text, embedding it at relevant points in the analysis
RI: 9-10.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric (persuasive language) to advance it.	Does not understand the author's point of view or purpose or how language is being used to persuade.	Identifies author's point of view or purpose but does not analyze how the author uses persuasive language or techniques.	Identifies the author's point of view or purpose, can identify examples of persuasive language or techniques, but does not analyze	Identifies the author's point of view or purpose and can analyze several major instances of how the author uses persuasive language and techniques	Identifies the author's point of view or purpose and can analyze and critique how the author uses a range of different types of persuasive language and techniques
RIT 9-10.8: Evaluate the argument and specific claims in a text, assessing truthfulness and validity	Does not evaluate the argument	Evaluates the argument in a text implicitly by using its points or evidence	Explicitly evaluates the argument by endorsing or rejecting, but does not provide reasons or analysis	Explicitly evaluates the argument and provides partial reasons and analysis	Explicitly evaluates the argument, provides sufficient reasons and analysis for that evaluation

Additional reading standards:

RIT 9-10.2: Determine central idea of a text and analyze its development over the course of a text

RI: 9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each.

EVIDENCE AND REASONING					
CCS STANDARDS	**Needs Major Support** The student has not yet acquired the basic reading, writing, and thinking skills required by standards-based high school instruction. Needs major support in and out of class to make progress.	**Emerging (1):** The student has basic reading, writing, and thinking skills for participating and producing grade-level work but needs explicit support for building skills practice, and clear feedback to become and stay an active member of the class.	**Developing (2)** The student is developing the higher-order reading, writing, and thinking skills necessary for becoming proficient but needs support, demanding assignments, and clear feedback to work independently.	**Proficient (3)** The student has developed the higher-order reading, writing, and thinking skills to be transition to upper level high school work. Continues to need support, demanding assignments, and clear feedback to become college and career ready.	**Exemplary (4)** The student has developed the level of reading, writing, and thinking skills needed for rigorous upper level high school courses or early college courses, or work in independent study or internship settings.
W.9-10.1 Introduce precise claims, distinguish from opposing claims	Makes no identifiable claim, may only write on the topic.	Implies, but does not state, a claim.	States a claim that is clear and present for much of the text, there may be some contradictions or irrelevant points that distract from the argument	States a precise claim that remains constant throughout the text, and which is evaluated against at least some counterclaims	States a precise and nuanced claim that remains constant and is distinguished and weighed against other opposing claims, to create a distinct position on an issue
W.9-10.1 Develop claims and counterclaims fairly, with evidence and evaluation of each	Develops no evidence of a balanced look at the issue, states or insists on own claim	Develops own claims with some evidence, may ignore or dismiss counterclaims	Develops own claims using evidence, other claims may only be mentioned, the two sets of claims are not weighed against each other	Develops own and other claims examining at least some evidence and/or implications for each	Develops own and other claims, examining the evidence and implications for each in a way that is balanced and fair
W.9-10.1 Provide a conclusion that follows from and supports the argument	Provides no conclusion or one that makes little sense in light of the body of the essay.	Provides an explicit conclusion, but it is short and only restates the opening position	Provides an explicit conclusion that summarizes several of the major claims.	Provides an explicit conclusion that summarizes the all of the major claims that have been developed	Provides an explicit conclusion that summarizes all major claims that have been developed and includes closing insight or action steps

Additional writing standards

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Organization and Clarity					
	Needs Major Support The student has not yet acquired the basic reading, writing, and thinking skills required by standards-based high school instruction. Needs major support in and out of class to make progress.	**Emerging (1):** The student has basic reading, writing, and thinking skills for participating and producing grade-level work but needs explicit support for building skills practice, and clear feedback to become and stay an active member of the class.	**Developing (2)** The student is developing the higher-order reading, writing, and thinking skills necessary for becoming proficient but needs support, demanding assignments, and clear feedback to work independently.	**Proficient (3)** The student has developed the higher-order reading, writing, and thinking skills to be transition to upper level high school work. Continues to need support, demanding assignments, and clear feedback to become college and career ready.	**Exemplary (4)** The student has developed the level of reading, writing, and thinking skills needed for rigorous upper level high school courses or early college courses, or work in independent study or internship settings.
W.9-10.1 Use words, phrases and clauses to link major sections of the text, create cohesion, and structure the argument	Cannot write coherent prose using the structure of an argument	Uses simple words and phrases to link sections and create cohesion (e.g., first, second, third; also; then, etc.). The result may be list-like	Uses more explicit words and phrases to create cohesion (therefore, in summary, etc.) and the overall structure of an argument	Uses more explicit words and phrases to create cohesion (therefore, in summary, etc.) and the overall structure of an argument	Writes a coherent argument that sequences and relates the major claims and counterclaims, along with the supporting evidence into a well-organized whole
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produces writing in which there is little development or organization	Produces writing that is on the topic but where there is only a loose collection of information and claims with no overarching organization	Produces writing in which there is a simple statement of position, some relevant information, and a brief conclusion	Produces writing in which there is a clear claim, followed by the examination of several claims and counterclaims, and a conclusion that reflects how the argument has developed	Produces writing in which there is a clear claim, followed by the balanced examination of several claims and counterclaims, and a conclusion that reflects how the argument has developed and its implications

Additional writing standards:

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Language and Conventions					
	Needs Major Support The student has not yet acquired the basic reading, writing, and thinking skills required by standards-based high school instruction. Needs major support in and out of class to make progress.	**Emerging (1):** The student has basic reading, writing, and thinking skills for participating and producing grade-level work but needs explicit support for building skills practice, and clear feedback to become and stay an active member of the class.	**Developing (2)** The student is developing the higher-order reading, writing, and thinking skills necessary for becoming proficient but needs support, demanding assignments, and clear feedback to work independently.	**Proficient (3)** The student has developed the higher-order reading, writing, and thinking skills to be transition to upper level high school work. Continues to need support, demanding assignments, and clear feedback to become college and career ready.	**Exemplary (4)** The student has developed the level of reading, writing, and thinking skills needed for rigorous upper level high school courses or early college courses, or work in independent study or internship settings.
W. 9-10.1 Establish and maintain a formal style and objective tone	Writes as might speak; the language is informal and often telegraphic, the tone and framing are highly personal	Writes in a style appropriate for written communication. May still frame the argument largely from a personal point of view, without objective treatment of other positions	Writes in a style appropriated to written communication, personal views dominate, but other views may be included as background	Writes in a more formal style, treats claims and counterclaims (different positions) fairly.	Writes in a formal style and treats claims and counterclaims (different positions) objectively and fairly, acknowledges limits or questions related to own position
Language Standards: Use the conventions of English spelling and grammar to make meaning clear	Lacks enough of the conventions to make positions, claims, or conclusions clear	Employs basic English conventions at a level that overall meaning is clear, but major errors persist	Employs a fuller range of English conventions at a level that broad meaning and finer points are clear, but minor error patterns persist	Employs a fuller range of English conventions at a level that broad meaning and finer points are clear, but there are occasional errors	Employs a fuller range of English conventions at a level that broad meaning and finer points are clear. Errors are minor and rare
W 9-10.1: Use the vocabulary and structures of the topic and academic discipline in which they are writing (using data, embedding quotations, citing sources, including tables, etc.)	Uses vocabulary and structures of daily conversation.	Uses a few terms relevant to the topic or discipline, little evidence of writing appropriate to the academic discipline (e.g., discuss data, name sources, embed quotes, etc.)	Uses a number of key terms relevant to the topic or discipline, but still little evidence of the structures of the academic discipline (e.g., discuss data, name sources, embed quotes, etc.)	Uses the key terms relevant to the topic or discipline, simple structures of the academic discipline (e.g., discuss data, name sources, embed quotes, etc.)	Uses the key terms relevant to the topic or discipline, more sophisticated uses of structures of the academic discipline (e.g., present data in tables, fully cite sources, embed quotes, etc.)
Additional Writing and Language Standards					

GRADE 9-10 LITERACY:

THE POWER OF NEW MEDIA

ANNOTATED STUDENT WORK

This section contains annotated student work at a range of score points and suggested next steps for students. The student work shows examples of student understandings and misunderstandings of the task.

Grades 9-10 Literacy: The Power of New Media
Annotated Student Work

Level 3 – Proficient

The student has developed the higher-order reading, writing, and thinking skills to transition to upper-level high school work. Still needs support, demanding assignments, and clear feedback to become college and career ready.

Student A (34 Points)

Another Addiction

Look to the bottom right of your computer screen. It's about 2:00 in the morning when you log off and fall into a much delayed sleep. I am sure that much of the youth today can relate to this situation. This is because the media, more specifically the Internet, has affected them tremendously. Internet causes distraction and just wastes time of young people and teenagers alike. While some may say that the Internet is a positive influence I stand to prove that it does much more harm than good.

Comment [DW1]: The student introduces a precise claim, several supporting reasons, and some possible counterclaims in the opening paragraph of the essay.

The internet causes a lack of focus and distraction to youth. I have conducted a poll and most students get on the computer and log onto facebook and/or aim directly after school. While it is understandable that after a long day of school one should relax, however students will stay logged in until well after 5 PM, oblivious to how much time has passed. I am not innocent of this either, up until my recent disillusionment, I found it difficult to stay on task with homework and chores because I just wanted to use the Internet. This mindset is very common nowadays with youth according to a news article "Growing Up Digital, Wired for Distraction" by Matt Richel. They speak of a 17-year old boy named Vishal. Vishal had a summer reading project, but has only read 43 pages by the end of the vacation. This is because he chooses to use facebook and YouTube rather than do his homework. Yes, indeed the Internet makes it even more challenging for students to focus on schoolwork.

Comment [DW2]: Student uses relevant and concise observations from personal experience. These could be further developed (e.g. what were the exact results of the poll?)

Comment [DW3]: The student provides evidence of having read and understood one of the source informational texts. A direct quote and full citation would make this reference more effective.

Another negative effect of the internet is that it impairs one's writing skills."Loiz, hey how is yu doing!" This the contemporary fashion of writing on the Internet. Because of constantly writing like this on Facebook or Aim. Simple spelling and proper sentence construction become challenges. Vocabulary growth is also affected. People who type on the internet are stuck with a rudimentary vocabularly. One source by reporter Zoe Kleinman says that children who use the internet are better writers. More specifically, she says that they are more "enthusiastic" about writing. I say that being enthusiastic does not mean being efficient. My good friend is an avid writer of poetry, but I don't see anything impressive in his essays.

Comment [DW4]: More formal citation is needed for source texts.

Comment [DW5]: Again the student combines personal observation with a source informational text. This combination could be more convincing with a direct quote or use of factual information from the source and evidence that the peer writer struggles with essay writing.

Many people say that the internet is useful for learning how to communicate and interact with people. The use of networking sites such as Facebook and Myspace supposedly helps them express themselves

Comment [DW6]: The student introduces and examines a counterclaim. Although the treatment is less than balanced, the writer raises some effective challenges to the counterclaim.

and "socialize" with others. I disagree completely. Yes, they are socializing but that I have already dismissed as a complete waste of time. I also say that it is hindering their communication skills. Yes, one should feel at ease when talking to somebody with a computer between them. I find it easy to debate on an online forum, but I would probably choke if it was in real life. Thus I feel that socializing on the internet harms one's communication skills rather than helps them. After all a job interview would not be done via E-mail.

Comment [DW7]: The student uses examples and language effectively to make this point as well as others in the essay.

In conclusion, the internet affects the average teenager very negatively. It tempts them to lose focus, impairs their literacy skills, and hinder their in life social skills. These are just some of negative things that come from excessive internet use. People need to understand that the internet was supposed to make lives easier and more manageable. Instead it has made it far worse.

Comment [DW8]: The conclusion clearly sums up the writer's major points but does not yet offer new insights or implications.

Student A Summary

This student is a mid-3 (proficient).

This writer introduces a claim that media is harmful to young people and develops it throughout the essay. That claim is supported chiefly by evidence drawn from personal experience but major claims are backed up by reference to informational texts that the student has clearly understood. The text is largely clear and coherent at the sentence, paragraph, and whole essay level. The writer addresses counterclaims and challenges them. There is a clear conclusion that summarizes the argument.

To become college and career ready, the writer needs to: make fuller use of source texts (direct quotes, full citations, more thorough consideration of their arguments); develop a conclusion that includes original insights, and attend to careful proofreading.

Grades 9-10 Literacy: The Power of New Media
Annotated Student Work

Student A Scoring Guide

Criterion and Score points	0	1	2	3	4	Evidence	Instructional next steps: To meet CCR Standards this student needs to:
Reading for Meaning							
Read and comprehend				x		The student identifies relevant points from the sources and uses these to build an argument. The student also raises questions about the claims the authors make.	The student could take the analysis of source texts further using full quotes and examining the point of view or purpose of the authors on both sides of the question.
Cite strong evidence			x				
Determine pt. of view			x				
Evaluate argument				x			
Total					10		
Evidence + Reasoning						The student makes a precise claim that is developed through the use of illustrations from personal experience as well as some citations of sources. The conclusion summarizes the major points.	**The student could make more thorough use of source texts as evidence and also to examine the arguments in defense of media as a positive force.**
Introduce precise claim				x			
Develop claims fairly				x			
Provide conclusion				x			
Total					9		
Organization +Clarity							
Create cohesion				x		The student has words and phrases that create sentence, paragraph, and essay level cohesion, with minor lapses.	Thorough proof reading would help the student to identify the few places where the organization and clarity of the writing breaks down.
Produce clear writing				x			
Total					6		

Grades 9-10 Literacy: The Power of New Media
Annotated Student Work

Language + Conventions	0	1	2	3	4		
Est. a formal + objective style				x		Throughout the essay, the student balances a formal style with the inclusion of a number of illustrations from personal experience.	For the most formal types of academic writing, these illustrations could be strengthened (e.g., citing the results of the poll that student took, quoting from the less than effective essays her peer writes).
Use conventions of English				x		The student controls many of the conventions of English (spelling, punctuation) making only occasional errors that do not interfere with meaning	The student needs to work on proofreading to catch these errors, particularly for sentence fragments, consistent spelling of terms like Internet.
Use vocabulary + structure of topic and discipline				x		The student's vocabulary is largely appropriate to the topic (vocabulary from media and technology, terms for referring to sources, introducing personal examples).	The student needs to learn the vocabulary for marking logical relations between ideas, as well as the forms for citation and references
TOTAL					9		

Total Score: 34 Overall Level: Mid-3 (proficient)

Grades 9-10 Literacy: The Power of New Media
Annotated Student Work

Level 2 – Developing

The student is developing the higher-order reading, writing, and thinking skills necessary for becoming proficient but needs support, demanding assignments, and clear feedback to work independently.

Student B (21 points)

Effects of Media on Young People

In today's society there are many ways for young people to get distracted by the media. First of all phone companies constantly create new plans to make calling, texting, and surfing the web, etc. cheaper. This allows low-income families to increase their time spent on cell phones. Therefore media plays a negative role in a youth's life because the media distracts youth from education.

Furthermore, Facebook, YouTube, and MySpace are a few examples of social networking that pull youth off track. For example, in "Fast Times at Woodside High", Vishnal a bright 17-teen year old was not able to finish the book Kurt Vonnegut's Cat's Cradle, his summer reading assignment, but he managed to read only 43 pages in two months. Vishnal's lack of academic proficiency was due to Facebook and creating videos for YouTube.

Additionally, according to "Media Use" children spend two hours and 46 minutes on average on the computer and about 48 minutes reading. This shows us that kids are losing their educational interest because of the media. Also the youth are not being productive enough sitting in front of a TV screen. This can also lead to health issues and result in obese children, because kids no longer want to participate in activities outside but instead sit and watch TV. This also makes kids lazy.

In retrospect, the media has a negative effect in a youth's life. Additionally, the media set the standards of how to be "cool" because of celebrities. Youth look up to celebrities which is bad because celebrities do not usually send the message that education is key. Therefore youth get put off track because they are not learning how important education is and get the wrong view of the path to success.

Comment [DW1]: The student states a clear claim that remains constant throughout the essay.

Comment [DW2]: The student can select a media type and a practice and draw out some of the implications for youth.

Comment [DW3]: The student has can use words to create coherence in the text.

Comment [DW4]: The student is able to select and place relevant evidence drawn from another text. The citation is partial.

Comment [DW5]: The student is able to select and place relevant evidence drawn from an additional source. The citation is partial.

Comment [DW6]: The student asserts this, with no evidence to back it up.

Comment [DW7]: The student attempts to use some phrases that create coherence across the several sections of the essay.

Comment [DW8]: The student provides a very brief re-statement of the claim as a summary. There is no additional analysis or insight.

Comment [DW9]: This point belongs earlier in the body of the argument. In addition it needs evidence to back it up.

Summary

This student is a developing writer who can formulate and develop a simple claim across several points, supported by relevant facts drawn from non-fiction readings.

To develop as a reader and writer, this student needs to work on analyzing and evaluating the sources. In addition, the student needs to work on organizing and deepening the argument through examining other positions.

Grades 9-10 Literacy: The Power of New Media
Annotated Student Work

Student B Scoring Guide

Criterion and Score points	0	1	2	3	4		Evidence: In this sample, the student:	Instructional next steps: To meet CCR Standards this student needs to:
Reading for Meaning								
Read and comprehend non-fiction texts			x				Reads several pieces of informational text and select relevant evidence, embedding it appropriate points in essay.	**Learn how to analyze and evaluate informational texts in order to build more nuanced and in-depth arguments.**
Cite strong evidence			x					
Determine pt. of view			x					
Evaluate argument	x							
Total						6		
Evidence + Reasoning								
Introduce precise claim			x				States a simple claim that remains constant throughout supported by several pieces of evidence from texts. Also makes assertions without evidence. Concludes with brief restatement.	**Learn how to use supporting evidence selected from a range of texts, as well as from opposing views to develop a compelling argument**.
Develop claims fairly		x						
Provide conclusion		x						
Total						4		
Organization +Clarity								
Create cohesion			x				Uses some words and phrases that build the coherence of the argument. Has some difficulty organizing points in the body of the essay.	Learn how to develop and organize the points in the body of the essay
Produce clear writing			x					
Total						4		
Language + Conventions								
Est. formal + obj. style			x				The style is largely formal with some exceptions (kids). There are few errors. There is some vocabulary appropriate to the topic	Learn how to write a balanced account that addresses counterclaims in an objective way. Develop features such a formal citation.
Use conventions of English				x				
Use vocabulary + structure of topic and discipline			x					
Total						7		
TOTAL SCORE						21		

Grades 9-10 Literacy: The Power of New Media
Annotated Student Work

Level 1 – Emerging

Level 1 students have basic reading, writing, and thinking skills for participating and producing grade-level work but need explicit support for building skills, practice, and clear feedback to become and stay active members of the class.

Student C (10 points)

Media is a positive influence in my life. I say that because media is used to help further expand the knowledge of children. Children depend on the Internet to retrieve their homework that teachers gave them the previous day.

The internet is also a great source of information to inform you about people that lived from hundreds to thousands of years. It also tell you about the foods we eat and who came up with the idea of food. It informs us about news and current events.

Media is a very important source of information as I said earlier. Media is a place to retrieve items for your homework. There is all sorts of information as well as media to relax and watch the DVD's YOUTUBE and much more.

As a result media overall is a place that can be that most positive thing on earth or the best thing to avoid. I focused on the positive. You will have to find another author to feed you the negative side.

Comment [DW1]: The student makes a precise claim that remains constant throughout the essay.

Comment [DW2]: The student's evidence is a list of types of information found on the Internet, without analysis of why having this information matters for young people.

Comment [DW3]: The student uses some words and phrases to create cohesion

Comment [DW4]: The student needs work on organization: places the definition of media mid-way through the essay and repeats information.

Comment [DW5]: The student provides a conclusion that restates the opening position. Acknowledges that there may be counterclaims but does not address these.

Summary

The student is a level 1 (emerging)

This student is able to take a consistent position about the role of media in the lives of young people and to provide several brief examples about how media can expand young people's knowledge.

However, the student makes no reference to or use of the texts provided to inform the argument. Thus, the essay provides no evidence for many aspects of writing an informed or balanced argument. To develop this work, the student will need to work on using texts and data as sources of evidence, considering evidence for other positions, and developing a conclusion that reflects the full body of evidence.

Grades 9-10 Literacy: The Power of New Media
Annotated Student Work

Student C Scoring Guide

Criterion and Score points	0	1	2	3	4		Evidence: In this sample, the student:	Instructional next steps: To meet CCR Standards this student needs to:
Reading for Meaning								
Read and comprehend non-fiction texts	x						Makes no reference to texts.	Read informational texts and incorporate relevant points into the argument.
Cite strong evidence	x							
Determine pt. of view	x							
Evaluate argument	x							
Total						0		
Evidence + Reasoning								
Introduce precise claim			x				Makes a precise, through simple, claim that remains constant but does not develop.	Develop an argument through examining the implications of own claims and the counterclaims of others.
Develop claims fairly	x							
Provide conclusion		x						
Total						3		
Organization +Clarity								
Create cohesion		x					Presents an opening claim, one major point with examples and a short conclusion, with word-level cohesion. Has some difficulty sequencing points.	Develop more complex forms of organization and cohesion as arguments grow longer and more complex.
Produce clear writing			x					
Total						3		
Language + Conventions								
Est. formal + obj. style		x					Writes in a simple style, with some informal features using first person and direct address.	Develop more formal style, incorporate features like quotation and citation from sources
Use conventions of English			x					
Use vocabulary + structure of topic and discipline		x						
Total						4		
TOTAL SCORE						10		

GRADE 9-10 LITERACY:

THE POWER OF NEW MEDIA

INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include a unit outline with formative assessments and suggested learning activities. Teachers may use this unit outline as it is described, integrate parts of it into a currently existing curriculum unit, or use it as a model or checklist for a currently existing unit on a different topic.

Unit Outline – Grade 9-10 Literacy

INTRODUCTION: This unit outline provides an example of how to integrate performance tasks into a unit. *Teachers may (a) use this unit outline as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic.*

Grade 9 – 10 Literacy Unit: The Power of New Media

UNIT TOPIC AND LENGTH:

- This unit uses the topic of new media and its impact on youth and on the world as a means to teach students how to analyze and navigate informational texts. Students will write an essay demonstrating their mastery of the content and their ability to synthesize information across texts, state a position, and defend that position using evidence and reasoning from text and other sources. Suggested unit length is 2-3 weeks.

COMMON CORE LEARNING STANDARDS:

- RI.9-10.1: Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
- W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  e. Provide a concluding statement or section that follows from and supports the argument presented.

BIG IDEAS / ENDURING UNDERSTANDING:	ESSENTIAL QUESTIONS:
Being able to read, synthesize, analyze, and evaluate informational texts can lead	What impact does being able to synthesize, analyze, and evaluate informational texts

to a greater, more accurate understanding of a complex topic. Ø The effectiveness of argumentative writing relies on the strength of the claims and the supporting details and how effectively the author explains the evidence and establishes a link between the claim and the evidence. Ø Writers develop and present arguments and support their claims using evidence and explanation drawn from reliable sources. Ø The increasing use of new media by youth, such as smart phones, tablets, DS hand held devices and personal computers, has profound effects on individuals and society. Ø Despite common concerns to the contrary youth often use new media in meaningful and productive ways that are consistent with a healthy developmental process.	have on a person's understanding of a complex topic? Ø How do writers of informational texts use examples and evidence effectively to convince a reader of their claim? Ø How can I evaluate claims made in informational texts and reconcile competing claims from multiple sources? Ø How is new media technology used by youth? Ø What impact might the use of new media have on children's behavioral, social and physiological development?
CONTENT: **Reading Informational Texts** Ø Strategies for reading and comprehending expository argumentative texts Ø Strength of an author's claim and the evidence and reasoning the author uses to support that claim ---------- **Argument Writing** Ø Components of Academic Argument Ø Evidence & Reasoning Ø Analysis Ø Conclusion Ø Adhering to the conventions of standard written English Ø Terms and relationship between claims and counterclaims ----------	**SKILLS:** Ø **Determine** the central idea of an informational text. Ø **Formulate** the claims that support a position. Ø **Summarize** an author's argument clearly and coherently. Ø **Evaluate** the relative strengths and weaknesses of an author's argument in a nonfiction text. Ø **Identify and explain** how the author has linked evidence directly to the claims Ø **Identify** limitations of evidence provided by the author to support the claims made. Ø **Read** complex text independently. ---------- Ø **Identify and create** organized and complex text that contains all of the components of academic argument Ø **Introduce** the context and significance of an issue

New Media Technology Ø Arguments in favor of and concerned with the increasing use of new media (especially by youth) Ø Media technology (types), including the Internet, web-based tools, matrix sites Ø Collaboration tools that allow producers to interact and collaborate with others Ø Media technology's capacity to illustrate links to other information Ø Capacity to display information flexibly and dynamically.	Ø **State** a position clearly. Ø **Draw** a distinction between academic meaning of argument and the common definition of argument Ø **Provide** detailed support and inherent logic to bolster an argument Ø **Gather** and **evaluate** relevant primary and secondary sources. Ø **Analyze** and **reflect** on arguments presented in a text Ø **Summarize** stated position and draw conclusions Ø **Use** language to make clear connections and distinctions, and to transition between portions of the argument. ---------- Ø **Use** data collected on personal survey and research to explain the impact of new technology usage on high school students Ø **Produce and publish** writing online using a media form aligned to intended audience (Extension Activity) Ø **Compare** the use of media technology over traditional formats on the intended audience's connection with the ideas presented (Extension Activity) Ø **Update and revise** individual or shared writing products

KEY TERMS/ VOCABULARY

- Ø Argumentative Writing
- Ø Evidence
- Ø Reading Strategies
- Ø Conclusion
- Ø New Media Technology
- Ø Claims
- Ø Counterclaims

ASSESSMENT EVIDENCE AND ACTIVITIES:

FORMATIVE ASSESSMENT:

After reviewing the components of a written argument, as well as domain specific vocabulary, students

will be asked to read a text in the sequence independently and to write a 2-3 paragraph summary of the text including: the overall topic and why it is relevant, the author's position, the type of evidence that the author used to support his/her claim, students may also be asked to respond to the text and whether they agree or disagree with the claim either in writing or as a discussion *using evidence from the text*.

FINAL PERFORMANCE TASK:

Students will write an argumentative essay, using evidence from the readings, to take a position on the effects of media use on young people. *Please see Days 4 and 5 of the task for full details and the exact prompt.*

EXTENSION:

Given the subject matter of this unit, students will be asked to demonstrate the use of new media to convey their ideas. They will take the 750 word written essay that they developed in the final assessment and convert it into a new media format such as (though not limited to) a video podcast, created wiki, website design, or podcast channel to convey the ideas and information expressed. Whatever format is selected, the student will be expected to make commentary that is approximately 500 words on the relationship between developing the ideas in the traditional forms of communication and the conversion to new media.

LEARNING PLAN & ACTIVITIES:

In addition to the below, please *see Days 1-5* of the task for a series of lessons that build toward the final performance task.

Close reading

- As part of this unit, you may want to choose a text (for example a *portion* of the Kaiser Family Foundation article, "Generation M2: Media in the Lives of 8- to 18-Year Olds") to work with instructionally. Students should not rely heavily on this section of the article for evidence for their final essay. To help students access the text, spend time doing a close read of the text selected with the class. While working with the text:
    - Pose questions that point students to key or difficult sections of text and coach students to use text based strategies to deal with complexity (Best done after students have the opportunity to read the text independently)
    - Read difficult portions of the text aloud, as students follow along.
    - Provide multiple opportunities to read the same texts
    - Work with academic vocabulary in the form of both direct instruction and instruction to develop students' ability to determine meaning from the text
    - Guide use of text structure (headings and subheadings, transitions)

Summarizing and evaluating a text

- Students will practice summarizing and evaluating a text in order to identify an author's argument and main points and to determining if they are convinced by the presented evidence.
- Provide students with a text that is split into 4 – 5 sections and a graphic organizer (e.g. a T-chart)

that has 2 columns: one titled "The Gist" and the other "Talking Back"

- Students read the article until the designated stopping point and then fill in their graphic organizer, writing 1-2 sentences explaining what the author is saying in "The Gist" column and 1-2 sentences of analysis and reflection based on the text in the "Talking Back" column
- After finishing the entire article, students write a 3-4 sentence summary of the article in which they explain:
  - the overall topic and why it is relevant
  - the author's position
  - the type of evidence that the author used to support his/her claim
  - students may also be asked to respond to the text and whether they agree or disagree with the claim either in writing or as a discussion based on evidence from the text

Challenging the text, determining counter claims

- A good reader does not simply accept everything an author tells him or her. Students will use this activity to challenge the ideas in a text and to develop some of their own ideas about the topic.
- Students read a text and list the argument and supporting points that the author makes.
- For each supporting point, students must write a logical counter claim.
- Students then consider the two lists (claims and counter claims) and write a 1 – 2 paragraph response to the text in which they either agree or disagree with the author and explain why.

The limits of evidence

- Students will gain a clearer understanding of the strengths and limitations of specific evidence
- Provide students with copies of a text and a graphic organizer that includes three columns (Source | Strengths | Limits)
- As a class, brainstorm some example limitations of evidence (e.g. evidence only considers certain types of people, evidence is out dated, evidence does not take into account certain important factors, etc.).
- In groups students read and discuss the source: What position does the author put forward? What evidence does the author provide for thinking about the effects of media on youth and on society? What are the strengths of this type of evidence? What are the limits of this type of evidence?
- As students discuss, they can also fill in their graphic organizer

Explicitly linking evidence to a claim

- Students will learn that it is not sufficient to merely provide evidence to support a point, but that a writer must explain how evidence supports the point being made.
- As a class, review sample expository texts and identify where and how the writer has explicitly linked evidence back to the point he/she is making.
- Provide students with a short expository text in which the introduction and conclusion are completely intact, but where body paragraphs have been edited such that the topic sentence and evidence remain, but the explanation has been removed. Ask students to write the explanation of the evidence for each body paragraph. (Students can do this either independently or in small groups.)
- Have a few students share their work on the same paragraph and then discuss the strengths of each response as a class.

RESOURCES:

Texts

Please see the lessons in the task for additional guidance on use of the texts below.

Background

• Generation M2: Media in the Lives of 8- to 18-Year Olds. Kaiser Family Foundation (2010).
http://www.kff.org/entmedia/8010.cfm
• Excerpt from an interview: A young woman thinks out loud about her media use
• Students and technology, constant companions: Interviews with students about their media use.
http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology

Does media limit or change how we think and what we can imagine?

• Carr, Nicholas, (2008). Is Google making us stupid? What the internet is doing to our brains.
http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/
• Growing up digital, wired for distraction.
http://www.nytimes.com/2010/11/21/technology/21brain.html
• Excerpt from Susan Maushart's Winter of Our Disconnect
http://today.msnbc.msn.com/id/41257971/ns/today-books/

Is media use improving individuals and the world?

• Cohen, Roger, (January 28, 2011). Revolutionary Arab Geeks: Ask the kids in Tunis and Cairo if the Web enslaves people. New York Times.
• Teenagers' Internet Socializing Not a Bad Thing
http://www.nytimes.com/2008/11/20/us/20internet.html?scp=5&sq=macarthur+digital+media&st=nyt
• Teenage social media butterflies may not be such a bad idea
http://articles.latimes.com/2010/may/18/science/la-sci-socially-connected-kids-20100518
• A Tunisian on the role of social media. http://gov20.govfresh.com/a-tunisian-on-the-role-of-social-media

GRADE 9-10 LITERACY: THE POWER OF NEW MEDIA

SUPPORTS FOR ENGLISH LANGUAGE LEARNERS

Department of Education
Dennis M. Walcott, Chancellor

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

Task Title	**The Power of New Media: Changing Youth and Reshaping our World**	
Task Summary	• The following set of lessons culminates in a task in which students write an essay about the positive and negative effects of media use based on their analysis of several sources. • The amount of instructional time required to facilitate these lessons will vary depending on students' skills, content knowledge, and conceptual understanding. Teachers piloting these lessons took anywhere from 5 to 15 instructional days to lead students through these learning experiences. • An optional 1 – 2 day research project • An optional 1 – 2 day self- and peer evaluation and revision	
Performance Outcomes	• Acquire key concepts and vocabulary for argument-based text • Gather and evaluate relevant primary and secondary multiple sources • Introduce the context and significance of the issue • State a position clearly • Formulate the claims that support that position • Conduct a short independent research project to enrich the range of evidence • Organize argument effectively, stating position, claims, counter-claims, supporting evidence, and conclusions • Produce a clear and coherent summary • Use language to make clear connections and distinctions, and to transition between portions of the argument • Make meaning clear through the use of well-chosen language and the conventions of written English.	
Texts	These texts provide a range of points of view and reading levels on the topic of how media use is changing lives. Additional texts may be shared. **Background information** • Kaiser Family Foundation (2010). Generation M2: Media in the lives of 8 – to 18 year-olds. – selected data displays • http://www.kff.org/entmedia/8010.cfm	Possible Support Strategies These texts represent a broad range of reading levels. To ensure that all students have access to a common set of ideas and arguments, teachers will want to share the set of core texts with ELL and Resource teachers, tutors, and aides ahead of time. The idea is for them to work in advance with students on reading comprehension strategies and

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Supports for ELLs

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	• *Excerpt from an interview: A young woman thinks out loud about her media use* • *Students and technology, constant companions: Interviews with students about their media use* http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology **Is media use limiting or changing how we think and what we can imagine?** • Carr, Nicholas, (2008). *Is Google making us stupid? What the internet is doing to our brains*. http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/ • *"Growing up digital, wired for distraction"* http://www.nytimes.com/2010/11/21/technology/21brain.html • *Excerpt from Susan Maushart's Winter of Our Disconnect* *http://today.msnbc.msn.com/id/41257971/ns/today-books/* **Is media use improving individuals and the world?** • Cohen, Roger, (January 28, 2011). *Revolutionary Arab Geeks: Ask the kids in Tunis and Cairo if the Web enslaves people*. New York Times. • *"Teenagers' Internet Socializing Not a Bad Thing"* http://www.nytimes.com/2008/11/20/us/20internet.html?scp=5&sq=macarthur+digital+media&st=nyt • *"Teenage social media butterflies may not be such a bad idea"* http://articles.latimes.com/2010/may/18/science/la-sci-socially-connected-kids-20100518 • *A Tunisian on the role of social media* *http://gov20.govfresh.com/a-tunisian-on-the-role-of-social-media*	on formulating positions based on the ideas in the texts. Texts can be re-typed, double-spaced, with wide margins to help students with reading difficulties. In these versions teachers can highlight passages they want to insure that all students read in order to be active members of the classroom discussion.

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GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

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	Suggested Activities	Possible Support Strategies
Lesson 1: **A. Introducing Argument**	Together with students, build an understanding of the concept of an argument as it is used here. (A position on an important issue, backed up by evidence and careful reasoning.) Ask students where they have witnessed or participated in arguments where people have different positions and use evidence to convince one another about an issue. Introduce the context for the argument the class will be working on by reading and discussing this passage: Never have there been more questions about the role of media in children's lives. New research shows that young people spend as much time engaged with media – seven hours – as they do sleeping. Hardly a week goes by without public debate about violent video games, educational TV, depressed computer-users, gender stereotypes in rap music, the technology gap between rich and poor, or the online dangers lurking just behind the computer screen. At the very same time, there has never been such a push to use media proactively to reach young people with information or positive messages. The world has seen peaceful revolutions spread through the deliberate use of the tools of digital media. It is clear that young people use media to connect, create, and innovate. Youth write, create art work and define political change online. International science projects on climate change assemble data from individuals around the world, organizations raise money for the victims of disaster, and human rights activists collect	**<u>For ELLS:</u> Exploring Genre:** **Teachers of ELLs are encouraged to provide several examples of passages that illustrate how a writer uses the elements of an argument (context, claim, evidence for claim, counterclaim, evidence for counterclaim, position, sources of evidence). Teachers might choose to use a jigsaw activity so that students are exposed to a variety of examples with multiple points of entry. A jigsaw matrix should be provided to guide students as they read, access and share within their groups.** **In order to elevate participation by students in the follow-up tasks/activities, teachers should begin by building conceptual knowledge of the "argument."** ***Lesson 1, Activity A*** **Task I-*View with a Focus*** **Show brief video clips that demonstrate the power of the argument. Provide students with a set of questions (not more than three) that they can use as a lens during the viewing.** **Task II-*Reporting Back with Sentence Frameworks*** **Provide students with a set of sentence frameworks that make use of academic language which the students can use to report on their observations. Students should sit in groups of three or four. They may share their observations in a form of Round Robin; this type of sharing will allow all students to participate equally. To further ensure that everyone is participating, teachers need to provide sentence frameworks that showcase a deliberate sharing of observations and notes. Teachers should model what that might look like.** **Task III-*T-Chart Note-Taker*** **As a next step, students should collaboratively complete a T-chart note-taker that will help solidify their understanding of the**

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Supports for ELLs

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	Suggested Activities	Possible Support Strategies
	and distribute vital information. So what does it mean to grow up in a world that is so wired? What are the dangers? Where are the opportunities? Using this introductory passage, introduce students to the key terms they will be using: • Context: This is information that would help a reader or a listener to understand why an issue matters or what is at stake. • Position • Claim and counter claim • Sources of evidence (primary sources like personal experience, interviews, research data; secondary sources like summary articles, textbooks, etc.)	**"argument." One side should be used to write down similarities and the other side to write down differences in the observations they had while viewing the clips.** Some students need help making the distinction between this meaning of argument and the everyday term for a noisy disagreement with two sides stubbornly holding on to their original positions. **<u>For ELLs:</u> Task IV-*Pre-Teaching Vocabulary*** **After students have gained a full grasp of the concept of "argument," teachers should pre-teach several (not more than five) key words that would help students understand one of the articles. The selected words may include those that are generative and academic, as well as idioms and concepts. The words should be taught in a structured way.** Give students hard copies of this introduction. They can highlight what the issue is, the different positions that people take, and the kinds of examples that people use to illustrate either the dangers or the benefits of media use for young people. This will prepare them for working with longer, more complex sources. **<u>For ELLs:</u> Task V-*Extended Anticipatory Guide*** **Students should work with an extended anticipatory guide in order to elicit students' feelings and understanding around main concepts discussed in the article. The extended columns should be used after the article has been read and discussed to re-examine students' understanding of the concepts stated in the article.** **Task VI-*Chunking the Text and Reading with a Focus.* The text**

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		(introductory passage) shared with students at this time should be divided into meaningful chunks and introduced with specific questions that will guide students' reading. Questions may include examples of positions and evidence of the same as suggested in the lesson. Teachers should model before assigning this to a group. Students might also use the excerpts from " A young woman thinks aloud about her media use" to stimulate their own thinking about how media affects young people.
B. Understanding the Building Blocks of Argument	Select one of the short articles, for instance, the "Growing up digital: Wired for distraction." Ask students to read the text and to mark their copies to show where they find each element in this list. Based on their reading, discuss what each one of these elements adds to the larger argument. Why is each important?	Alternatively, the article can be projected on a smart board or document camera with students taking turns highlighting the different parts of the argument in different colors, thus making a map or diagram of how a writer builds an argument. **<u>For ELLs:</u> Lesson 1, Activity B** **Task: *Context Matrix*** **In order to end a lesson in a more tangible way and create a product, students should engage in completing a Content Matrix that will contain columns for claims and counter claims.** **CATEGORY** | **CLAIM** | **COUNTER CLAIM** | | | | | | | | |

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GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

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<table>
<tr><th></th><th>Suggested Activities</th><th>Possible Support Strategies</th></tr>
<tr><td></td><td></td><td><table><tr><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>Lesson 2

A. Understanding the Strengths and Limits of Different Types of Sources</td><td>Divide students into small groups.

Give each group a different kind of source:
• Data from Kaiser report
• Student video interviews (need internet access)
• Editorial by Roger Cohen Revolutionary Arab Geeks
• Magazine article: Excerpt from Carr

Ask each group to examine their source and to discuss what kind of information each one provides for thinking about the effects of media on youth and on society.

What are the strengths of this kind of information?
What are its limits?</td><td>Create a shared chart of these different kinds of information and their uses. Leave it up as a reference for students.

<table><tr><th>Source</th><th>Strengths</th><th>Limits</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>
<u>For ELLs:</u> Lesson 2 A:
Task I-Jigsaw Matrix
Teacher should assign students in expert and home groups. If this is the first time students are doing this, teachers should take more time to explain how this activity. After home groups are formed, each student should be assigned a different source from the available ones.
The matrix should be revised to allow students to enter a source they are working with: strengths, limitations, effects on youth, and effects on society.
<table><tr><th>Type of Media</th><th>Strength of Media Type</th><th>Limits of Media Type</th><th>Effects of Media on Youth</th><th>Effects of Media on Society</th></tr><tr><td>Data from Kaiser Report</td><td></td><td></td><td></td><td></td></tr></table></td></tr>
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<tr><td>Student Video Interview</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Editorial by Roger Cohen</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Magazine Article: Excerpt from Carr</td><td></td><td></td><td></td><td></td></tr>
</table>
In order to facilitate sharing of the ideas generated by the expert group, teachers may want to prepare some sentence frameworks that will allow students to share their “expert ideas” with more ease.
</td></tr>
<tr><td>Lesson 2 (con’t)

B. Critical Reading and Evaluating Claims</td><td>Ask each group to review their sources, marking up their copies (or their notes if they looked at video interviews) to identify the major claims each author/speaker makes and the evidence the author uses to back up his/her claims:

As the discussion develops, either create a chart of the points, or ask students to make their own charts about the pro’s and con’s of media use for youth, as well as how they might add to or challenge each major claim.
.
<table>
<tr><th>Opportunites provided by digital medias of media use</th><th>Risks of digital media use</th></tr>
<tr><td>Claim:</td><td>Claim:</td></tr>
<tr><td>Add to or challenge the claim</td><td>Add to or challenge the claim</td></tr>
</table>
</td><td>To give students a clearer understanding of developing the claims for an argument, divide the class into pairs. Ask each student to make and back up a claim about the effects of media use. Partners help one another by asking questions to strengthen the claim.

This can be an opportunity to talk with a class about the differences between personal opinion (what they believe or want to believe) and an effective and objective argument that musters evidence in support of a position.</td></tr>
</table>

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<tr><td>Add to or challenge the claim:</td><td>Add to or challenge the claim:</td></tr>
</table>
</td><td></td></tr>
<tr><td>Optional Individual Research

1. Data on Personal Media Use</td><td>Ask students to examine their own media use for that day so far. Ask them to do this singly or in pairs for the remainder of the day and evening. Students will need to fill out or create a log of their media activity. A suggested form for this log is shown below. Discuss what kinds of information go in each column, particularly what might count as a negative or positive effect. For instance, a negative effect might include what they are NOT doing because they are texting or on Facebook. The sample comments from the young media user can be helpful here. (You will want to give each student a full-sized sheet to record.)
<table>
<tr><th colspan="4">Question: How Does Media Use Affect Me?</th></tr>
<tr><td>Activity/time spent</td><td>What did I gain?</td><td>What did I give up?</td><td>What's my evidence?</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Summary:</td></tr>
</table>
</td><td><u>For ELLs:</u> Task II-Optional Individual Research
This activity should be considered mandatory for ELLs. It allows all students additional practice time to deepen their understanding of media and the impact it has on their personal lives. Teachers should use graphic organizers or note-takers to help students access the needed information.

Here is another place where the excerpts from "A young woman thinks aloud about her media use" might be helpful. She is clear about what she gains and what she thinks she might be giving up when she devotes her time to media use.</td></tr>
</table>

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	Suggested Activities	Possible Support Strategies
	Conclusion: So, overall, using media affects me in these ways... When students return to class with their evidence, ask them to discuss what they observed and what conclusions they can and can't draw from their research. As students discuss their evidence, point out where there are the raw materials for writing an effective argument • Context: What's at stake for the way I use my time? • Position: What I now think • Evidence: Based on what data? • Conclusion: What does this make me think about the effects of media on young people? What questions do I still have?	*This discussion is also an opportunity to raise some questions about writing effective arguments, such as:* • *Are there only pro and con arguments? Could a writer take another kind of position?* • *Is it really possible to talk about all media as if they were the same?* • *What different kinds of evidence could be used?* • *How can these separate kinds of evidence be summarized?* • *What makes an interesting conclusion? Is it just a summary or can it introduce new questions or things for readers to think about?*
Optional Individual Research **2. Research on the role of youth media in political engagement**	Ask students to read (or review) Cohen's article on the role of youth media in recent events in the Arab world. They can use their copies to highlight the position that he takes and the claims that he makes about what access to media like Facebook, Twitter, and the internet more generally, has meant for young people in the recent political events in Tunisia and Egypt.	To conduct this kind of research, students may need help developing: • Internet search strategies (e.g., key words, skimming possible choices, etc.) • Selecting relevant articles from trusted sources • Evaluating what they read critically Depending on students' access to the Internet during

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	Students use the Internet to research both the opportunities and the risks that media use has offered young political activists in these countries. As they read, they organize their findings to think about both the opportunities and the dangers that media use has introduced into the lives of young Arabs.	school, teachers may want to suggest specific publications and articles, so that students can concentrate on reading and thinking, rather than browsing.
Lesson 3:* **Developing a Position** *** This could take 2 days if teachers and students take time to consider how to support a position throughout an essay**	Ask students to sketch out their argument essay by: • Writing a brief position statement • Listing their claims, backed up by evidence from the sources they have read and developed • Addressing important counter claims that they have read • Writing a brief conclusion. Students can use a chart like the following or they can write out the "bare bones" of their argument. It may be helpful to share the prompt for the essay at this point so that students know how they will be using this work. **My position statement:** Claim and evidence: Claim and evidence: Claim and evidence:	To give students a clearer understanding of these steps in building an argument, organize the classroom into small groups of 3 – 4 where students share a common position about the way(s) in which media affects them (e.g., giving them new opportunities, creating communities, distracting them, etc.) **For ELLs: In order to facilitate the grouping of students, utilitze a task that brings students into groups with similar understandings, for example, a Four Corners task with just four affects of media or with a Values Line Up with two distinct sides for students to line up against.** Ask like-minded groups to share their individual charts to create the strongest possible claims and evidence for their position. **For ELLs: Task I-*Survey*** **A survey may be designed to elicit students' responses. Students who have similar responses can then create groups.** **Task II- *Structured Oral Engagement and Reaching a Consensus*** **Students who are grouped together should engage in structured conversations to reach a consensus on what some major impacts of media are on their personal time. Afterwards, ask groups to present their positions to the class. Listeners can take notes to strengthen their own positions.**

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	Counter claim and response: **Conclusion:** Once students have the major moves in their argument organized, there is an opportunity to return to the earlier questions about writing effective arguments, such as: • What draws a reader into an argument? • Are there only pro and con arguments? Could a writer take another kind of position? • To make an effective argument does a writer need to focus in on a specific issue? For instance, is it really possible to talk about all media as if they were the same? • What is the most effective way different kinds of evidence could be used? • What makes an interesting conclusion? Is it just a summary or can it introduce new questions or things for readers to think about? • As well as others that arise in individual classrooms	**Task II-*Share Out*** **After reaching a consensus on what the strongest arguments and supporting evidence are for their groups, students should share out with the whole class. To facilitate the share out, teachers should prepare a summary template that students can use as a scaffold when writing the summary of the final consensus of their group. This will enable all students to be equally ready to share their findings.**
Lessons 4 and 5: **Drafting an Essay**	Based on their readings, discussions, and research, students draft a short argument essay (approximately 750 words) taking a position on the effects of media on young people around the globe. Essays must include the building blocks of a strong argument:	**For ELLs: Task I – Deconstructing a Model** **Teachers should provide groups of students with examples of student-friendly argument essays (where elements are easily identified) so that they can identify and conceptualize the building blocks of a strong argument. These essays can be on a variety of topics. This can be accomplished by having students highlight each**

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	• Context • Position • Claims • Evidence • Discussion of counterclaims • A thoughtful conclusion Once students have a first draft of their essays, it can be helpful to re-read and edit using a simplified version of the rubric. Here is one possible text for presenting the assignment: You have read information from several sources, heard from other young people, (and done some research and thinking about media in your own life or in world affairs). When you consider what all these different sources say about the effects of media use: · What are the gains · What are the dangers for the lives of young people? And for a larger society? Write a short (750 words) essay in which you: • Explain what's at stake: Why does this issue matter? • Develop and state your own position • Defend your position with a range of different types of evidence (interviews, observations, research data, and newspaper reports, etc.) • Include research that you may have conducted • Draw your own conclusions about the effects of media on young people and the world	**element in a different color highlighter or highlighting tape. Then, ask students to read the essays in groups so that each member of the group is reading one color that was highlighted.** ***Task II - Modeling*** **Before students engage in drafting and writing an essay, teacher and students should create an essay that models (shared writing) the expected outcome and provides opportunities for teachers to model their thinking aloud. This can be done either on the Smartboard or overhead projector. Teachers can then concentrate on the process and the final product.** **Writing an argument essay requires specific academic language that is associated with the building blocks of this particular genre of essay. If the teacher has not already introduced this language, it is essential that they reinforce the use of key words and phrases that are used by a writer. Students can underline these words as they read to draw their attention to the expert use of academic language. For those students that have had limited exposure to this language, it is suggested that the teacher group them and provide the initial instruction that they might be lacking.** **Refer students back to specific graphic organizers so that they can review potential content for their essays. Students could work in partnerships to further develop ideas. Students should be encouraged to ask each other questions. It might be necessary to provide them with guiding questions for their conversations.** **Use a graphic organizer (see below) to support students with the development of their arguments. Students should work individually to complete the first two entries, after which they can pair up with a student who has different points of view to complete the third and fourth entries. Finally, students should write their conclusions individually. This is a good time for teachers to assess whether students are ready to work on their essays.** **My position**

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<tr><td></td><td></td><td>
<table>
<tr><td>My evidence</td><td></td></tr>
<tr><td>My partner's position</td><td></td></tr>
<tr><td>My partner's evidence</td><td></td></tr>
<tr><td colspan="2">What conclusions can you draw about the effects of your discussion?</td></tr>
</table>
Frames
Some ELLs may additionally benefit from the introduction of writing frames at the sentence, paragraph, or essay level depending on their language needs.

Encourage them to refer to the charts that the class has generated, as well as their research on their personal use of media.

It may be helpful for students to think about narrowing the focus of their essays, since there are many forms of media and many applications. For instance, a student might concentrate on the effects of text messaging or Facebook, or might choose to examine the use of media in political change.

This kind of work assumes that students are familiar with the dimensions of the rubric and that they have had some opportunity to discuss what each dimension means for their reading and writing. So a review of the dimensions in the rubric with students ahead of time can be helpful.
</td></tr>
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		One strategy is to work with students to translate the dimensions into their own words and to turn those into questions or checklists that students can use in reviewing their own work.
Optional Extensions of the Task	**Peer Editing for Argument**: Using the rubric as a guide, students read each other's essays, making specific suggestions about where each other's essay could become more effective. **Additional research**: These essays can serve as a first draft for a larger research project on the effects of media on youth. In this project, students can: 1. Identify, review and cull additional information from secondary sources (for instance, the full Kaiser Family Foundation report or other research). 2. Critique these secondary sources from the perspective of young media users. 3. Conduct their own research to follow up on the points and questions that they want to make as young media users. 4. Present student research in a PowerPoint format that features a combination of background data, student research, and conclusions. In this format, students might also work on finding or composing images that support the argument.	In order to inform peer editing, one strategy is to review a sample student paper (from another class, with a student's permission but no identifying information) noting its current strengths and discussing how it might be made stronger.

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GRADES 9-10 LITERACY:
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SUPPORTS FOR STUDENTS WITH DISABILITIES

NYC Department of Education
Dennis M. Walcott, Chancellor

GRADES 9-10 LITERACY:
THE POWER OFNEW MEDIA

Instructional Supports for Students with Disabilities using UDL Guidelines

Background Information

Information is more accessible and likely to be assimilated by learners when it is presented in a way that primes, activates, or provides any prerequisite knowledge. ***Activate or supply background knowledge by utilizing frontloading activities.*** *Frontloading* activities can be used before reading to assess student conceptual, procedural or genre knowledge that may be necessary for success on subsequent reading tasks. Instructional activities and texts can then be monitored or revised to respond to student needs.

- **Frontloading Activity 1:** Assess students' prior knowledge of Opinionated and Objective Arguments using the following checklist. Ask students to complete.

Opinionated versus Objective Argument

Characteristics	Opinionated Argument	Objective Argument
Ideas are based on feelings	✓	
Ideas are based on beliefs	✓	
Ideas are based on beliefs personal view	✓	
Statements are cannot supported by facts	✓	
Claims are supported by reliable and informed sources		✓
Statements are supported by fact		✓
Claims are supported by statistical data		✓
Statements are supported by authorities and experts in the field		✓
Ideas are supported by logic		✓

- **Frontloading Activity 2**: Assess students' ability to assess the distinction between the meaning of argument and the everyday term for noisy disagreement using the following chart. Ask students to complete.

Characteristics of an Argument	Characteristics of a Noisy Disagreement

Day One: Introducing the Argument

Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); *learning disabilities*; and *language or cultural differences* may all require different ways of approaching content. Learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts.

1. ***Offer ways of customizing the display of information***. Display the "introduction" in a flexible format and vary the font style and text size, line spacing, and margin size of the introduction.
2. ***Offer alternatives for auditory information***. Read aloud and record the "introduction" to allow students multiple opportunities to hear the introduction.
3. ***To ensure accessibility for all students, clarify vocabulary***. Pre-teach specific vocabulary: *debate; media; activists; gender stereotypes; revolution; context; position; claim; counterclaim*; and *sources of evidence.*
4. ***To ensure that all students have equal access to information, provide options for comprehension***. Use concept maps or thinking maps to explore students' understanding of *dangers* and *opportunities*; *claim* and *counterclaim*; and *primary sources* and *secondary sources*.
5. ***Highlight patterns, critical features, big ideas, and relationships***. Use the following graphic organizer to highlight the relationship between the elements of an argument:

   Text: _____

Context	Position	Claim	Evidence	Claim	Evidence

Day Two: Understanding the Strengths and Limits of Different Types of Sources

Learners differ in the ways that they can navigate a learning environment and express what they know. Some may be able to express themselves well in written text, but not speech, and vice versa. Action and expression require a great deal of strategy, practice, and organization, and this is an area in which learners can differ. Not only is it important to provide materials with which all learners can interact, but it is also important to provide alternative modalities for expression, both to level the playing field among learners and to allow the learn to appropriately (or easily) express knowledge, ideas, and concepts in the learning environment. Learning cannot happen without feedback, and that means learners need a clear picture of the progress they are (or are not) making.

1. ***Facilitate managing information and resources***. Provide graphic organizers and templates for data collection and organizing information:

Source	Kind of Information	Strengths	Limits

Author: _____

Claim	Evidence

Media Use

Pros	Cons	Adding To	Challenging

The Opportunities and the Dangers that Media Use Has Introduced into the Lives of Young Arabs

Source	Dangers	Opportunities

2. ***Establish clear expectations for group work.*** Post class-created rubric where all students can view.
3. ***Provide models or examples of the process and product.*** Read aloud an example from one of the sources, think and talk aloud *how you would examine your source;* and *discuss what kind of information each one provides for thinking about the effects of media on youth and on society*. Chart responses onto graphic organizer, posted where all students can view.
4. ***Enhance capacity for monitoring progress.*** Establish rituals and routines that prompt learners to identify the type of feedback, advice, and/or assistance.
5. ***Establish clear protocols for class discussions:*** whole group; small groups; think-pair-share; and turn and talk.
6. ***Increase mastery-oriented feedback.*** While students are listening to classmates make and back up a claim about media use, have them use a checklist to discern differences between personal opinions (what they believe or want to believe) and an effective and objective argument that musters evidence in support of a position.

Self-Monitoring Checklist: Opinionated versus Objective Argument.

✓	Opinionated Argument		✓	Objective Argument
	Ideas are based on feelings			Claims are supported by reliable and informed sources
	Ideas are based on beliefs			Statements are supported by fact
	Ideas are based on beliefs personal view			Claims are supported by statistical data
	Statements are cannot supported by facts			Statements are supported by authorities and experts in the field
				Ideas are supported by logic

Day Three: Developing a Position

To help learners become more plan-full and strategic, a variety of options are needed, such as cognitive "speed bumps" that prompt them to "stop and think". Graduated scaffolds help them actually implement strategies or engagement in decision-making with competent mentors.

1. ***Support planning and strategy development*** by providing checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedule of steps.

Developing My Position Statement		√
1st	Do I draw the reader into my argument?	
2nd	Do I only provide pro and con arguments?	
3rd	Could my classmates take a different position?	
4th	To make my argument effective, do I need to focus on one specific issue?	
5th	Am I presenting my evidence in the most effective way? Could I do something differently?	
6th	Is my conclusion interesting or is it just a summary? Can I introduce mew questions or things for readers to think about?	

Day Four and Five: Drafting a Short Argument Essay

1. ***Guide appropriate goal –setting.*** Review rubric and provide a checklist to support students' application of the elements of argument writing.

STUDENT CHECKLIST FOR WRITING AN ARGUMENT				
2	Do I have a position statement?		What is my position statement?	
2	Do I have claim #1?		What is claim #1?	
2	Do I have evidence to support claim #1?		What is my evidence to support claim #1?	
2	Do I have claim #2?		What is claim #2?	
2	Do I have evidence to support claim #2?		What is my evidence to support claim #2?	
2	Do I have claim #3?		What is claim #3?	
2	Do I have evidence to support claim #3?		What is my evidence to support claim #3?	
2	Do I have any counterclaims?		What are my counterclaims?	
2	Do I have a discussion ready for my counterclaims?		What are the important points for my discussion of counterclaims?	
2	Do I have a thoughtful conclusion?		How is my conclusion thoughtful?	

TEACHER CHECKLIST FOR ARGUMENT WRITING		
The writer of this piece	**Yes? No? To what degree?**	**Evidence**
WRITING STANDARDS		
Introduces claims and organizes the reasons and evidence clearly		
Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text		
Uses words, phrases, and clauses to clarify the relationships among the claim and reasons		
Establishes and maintains a formal style		
Provides a concluding statement or section that follows from the argument presented		
LANGUAGE STANDARDS		
Demonstrates a command of the conventions of standard English grammar and usage when writing or speaking		